Section 20

Postsecondary Performance Indicators

Postsecondary Career and Technical Education Performance Indicators

Performance indicators are used to assess the performance of postsecondary career and technical education in Iowa as required by federal Carl Perkins legislation. The multi-year performance ratings are compared to targets negotiated with the U.S. Department of Education (based on three-year rolling averages of actual performance).

The four core indicators and key subindicators are:

- 1. Student attainment of challenging academic and vocational/technical skill proficiencies (Academic Skill Attainment and Occupational Skill Attainment).
- 2. Student attainment of a diploma or its recognized equivalent or a proficiency credential in conjunction with a diploma (Completion).
- 3. Placement in postsecondary education, advanced training, military service, or employment (Total Placement).
- 4. Student participation in, and completion of career and technical education programs that lead to nontraditional training and employment (Nontraditional Participation and Nontraditional Completion).

The state performance measures for core indicators were developed by an accountability work team of stakeholders. The team included: consultants from the Department of Education who had expertise in assessment, data collection, and administration; the Division administrator for elementary and secondary education who is responsible for the establishment of performance indicators for the school improvement process; a local education agency superintendent; the fiscal agent for a Carl Perkins consortium; an Area Education Agency consultant; a community college associate dean; a former community college associate dean for vocational and technical education; a representative from Iowa Workforce Development with responsibility for establishing performance measures for the Workforce Investment Act Plan. The recommendations for the measures of core indicators were determined in the context of utilizing data already collected, to the greatest extent possible. A more complete discussion of the "Performance Levels and Standards" may be found in the *Iowa State Plan for Implementation of the Carl Perkins Vocational and Technical Education Act of 1998* located on the Iowa Department of Education webpage (www.iowa.gov/educate).

In Fiscal Year 2007, the state exceeded target performance levels for academic attainment, skill attainment, completion, total placement, and nontraditional participation and completion. The state failed to meet targeted levels for total placement because of a difficulty obtaining employment information from neighboring states where many of our graduates find employment.

Table 86

ACADEMIC ATTAINMENT FISCAL YEAR 2003 TO FISCAL YEAR 2007

	Fiscal Year				
	2003	2004	2005	2006	2007
Target	98.54	98.54	98.54	95.00	95.00
Actual	98.98	98.98	99.08	99.74	99.87
	E	E	E	E	E

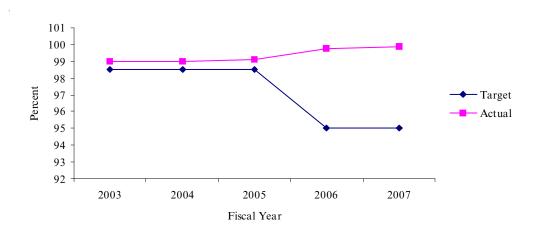
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

D = Did not meet target, E = Exceeds target.

Academic attainment is defined as the number of students receiving a degree, diploma, or certificate divided by the number of students receiving a degree, diploma, or certificate or being non-graduate program completers (Number of Program Completers).

Figure 21

ACADEMIC ATTAINMENT AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007



SKILL ATTAINMENT FISCAL YEAR 2003 TO FISCAL YEAR 2007

	Fiscal Year					
	2003	2004	2005	2006	2007	
Target	95.25	95.25	95.27	91.56	93.04	
Actual	85.83	93.27	90.27	95.49	95.49	
	D	D	D	E	E	

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

D = Did not meet target, E = Exceeds target.

Skill attainment is defined as the number of program completers rated proficient or higher (attained 90% of program competencies) or a passing score on a certificate divided by the number of program completers.

Figure 22

OCCUPATIONAL SKILL ATTAINMENT AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007

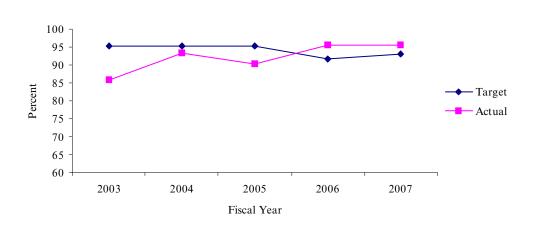


Table 88

COMPLETION (DIPLOMA/CREDENTIAL) AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007

	Fiscal Year					
	2003	2004	2005	2006	2007	
Target	98.54	98.54	98.54	95.00	95.00	
Actual	98.59	98.98	99.08	99.74	99.87	
	E	E	E	E	E	

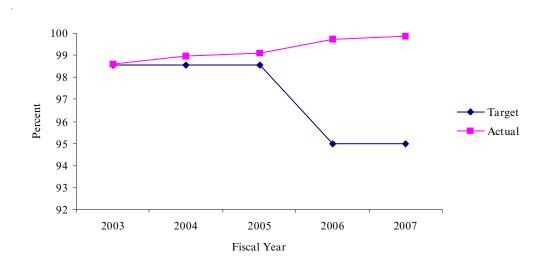
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

D = Did not meet target, E = Exceeds target.

Completion is defined as number of students receiving a degree, diploma, or certificate divided by the number of students receiving a degree, diploma, or certificate or being non-graduate program completers (Number of Program Completers).

Figure 23

COMPLETION (DIPLOMA/CREDENTIAL) AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007



TOTAL PLACEMENT AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007

	Fiscal Year					
	2003	2004	2005	2006	2007	
Target	95.99	95.99	95.99	92.74	95.00	
Actual	100.00	95.34	100.00	93.35	75.80	
	E	D	E	E	D	

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

D = Did not meet target, E = Exceeds target.

Total placement is defined as the number of completers placed in continuing education, non-military employment and military divided by the number of program completers.

The State did not meet targeted levels because of a difficulty obtaining data from out-of-state employers.

We are working on trying to establish contracts to gather this information for the future.

Figure 24

TOTAL PLACEMENT AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007

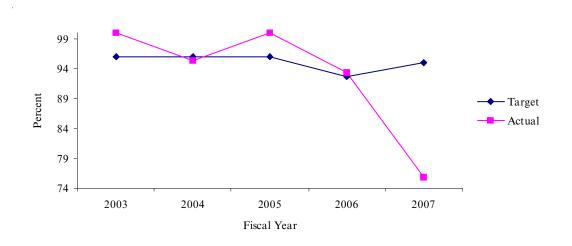


Table 90

RETENTION PARTICIPATION AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007

	Fiscal Year				
	2003	2004	2005	2006	2007
Target	92.00	92.00	92.00	92.74	93.13
Actual	92.10	93.72	81.45	93.35	93.50
	E	E	D	E	E

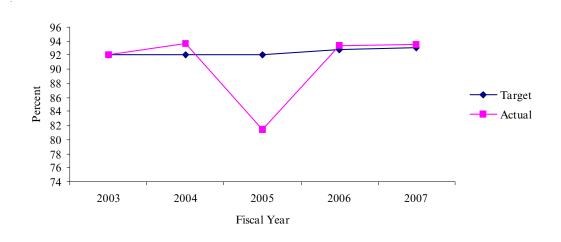
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

D = Did not meet target, E = Exceeds target.

Retention is defined as the number of completers employed both the second (year after graduation) and fourth (graduation year) UI quarters divided by the number of completers employed the fourth (graduation year) UI quarters.

Figure 25

RETENTION PARTICIPATION AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007



Nontraditional Participation and Targets Fiscal Year 2003 to Fiscal Year 2007

	Fiscal Year				
	2003	2004	2005	2006	2007
Target	17.95	18.20	18.25	20.09	20.98
Actual	18.56	22.08	22.30	23.32	30.81
	E	E	E	E	E

Source: lowa Department of Education, Bureau of Community Colleges and Career and Technical Education.
D = Did not meet target, E = Exceeds target.

Nontraditional participation is defined as the number of students in underrepresented groups enrolled in programs for nontraditional occupations divided by the number of students enrolled in programs for nontraditional occupations.

Table 26

Nontraditional Participation and Targets Fiscal Year 2003 to Fiscal Year 2007

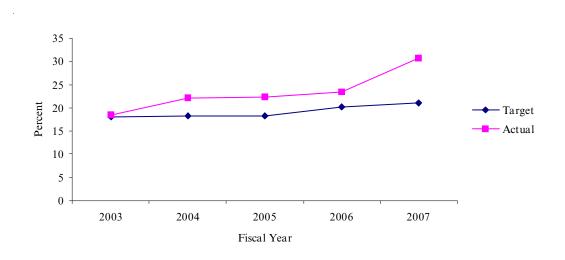


Table 92

NONTRADITIONAL COMPLETION AND TARGETS FISCAL YEAR 2003 TO FISCAL YEAR 2007

			Fisca	l Year	
	2003	2004	2005	2006	2007
Target	13.61	13.71	13.71	14.26	14.61
Actual	12.26	16.58	14.98	15.35	25.71
	D	E	E	E	E

Source: lowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

D = Did not meet target, E = Exceeds target, M = Met target.

Nontraditional completion is defined as the number of students in underrepresented gender groups who completed a program for nontraditional occupations divided by the number of students who completed a program for nontraditional occupations.

Figure 27

Nontraditional Completion and Targets Fiscal Year 2003 to Fiscal Year 2007

